E-Rate Central

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Winston E. Himsworth

March 7, 2014

Marlene H. Dortch, Secretary
Federal Communications Commission
445 12th Street SW
Washington, DC 20554

RE: WC Docket No. 02-6; Petition for Reconsideration (filing document # 7520946185);
re. Mora Independent Schools (BEN 143294)

Dear Ms. Dortch,

This letter is in supplement to the Petition for Reconsideration filed by Dora M. Romero,
Superintendent of the Mora Independent School District ("Mora") on September 27, 2013.

E-Rate Central, at the behest of both Mora and the New Mexico Public Education Department
("NMPED"), has been asked to assist Mora in dealing with its Commitment Adjustment and
Demand Payment issues. The Commitment Adjustments were made because Mora failed to
obtain technology plan approval prior to submitting their FCC Forms 486.

As a purely financial matter, as indicated in Mora's Petition for Reconsideration, both the
District and the State are concerned with the magnitude of the funding subject to repayment. As
shown in the table below, the funding involved totals well over a half million dollars — in
excess of 10% of its annual Operational Budget from the State of Mexico.

Mora E-Rate Disbursements FY 2006-2007 Subject to Repayment

Year	Priority 1	Priority2	Total
2006	20,689.34		20,689.34
2007	43,705.55	498,266.03	541,971.58
Total	$64,394.89	$498,266.03	$562,660.92

As indicated in its Petition for Reconsideration, Mora's current administration found that the district did have a technology plan for the years 2006-2009, albeit one not formally approved by NMPED. Working with NMPED, we have now determined the reasons why Mora's plan was not approved.

Attached is a copy of the Mora plan, together with NMPED's review comments. Our assessment of the plan is that it included all five elements required by the E-rate requirements at the time, namely clear goals, a professional development strategy, needs assessments, a technology committee to provide mid-course evaluations, and a budget strategy covering at least the Priority 2 equipment needs. The NMPED comments suggest that plan approval was being held to a somewhat higher standard, including a requirement for formal district board approval.

In reviewing Mora's Petition for Reconsideration, we ask that Commission take into consideration that Mora did, in fact, have a technology plan that could have, and probably should have, been approved for E-rate purposes. Mora's planning efforts were clearly in concert with the spirit of the E-rate rules.

There is, however, one issue of timing. The Mora technology plan submitted for NMPED approval covered the period December 1, 2006 to December 1, 2009. As such, this plan did not cover the first five months of FY 2006. At this point, we have not been able to document approval of a previous plan. Although we have no reason to believe an earlier plan did not exist, we recognize that 5/12th of FY 2006 COMAD (or $8,620.58) cannot be covered by the 2006-2009 plan.

Given the severity of the proposed financial penalty proposed in this situation, we ask the Commission to consider Mora's Petition for Reconsideration, and the technology plan documentation provided in this letter, as a basis for waiving the strict requirement for a technology plan approval letter in this instance. In the absence of any hint of waste, fraud, and abuse, we believe that such a waiver is clearly in the public interest.

Marlene H. Dortch

If the Commission grants Mora's request for a waiver, we ask also that Mora's Form 471 applications FY 2011 and FY 2012 be remanded to USAC for reconsideration. Both applications (# 820319 and # 872747) had been denied out-of-hand as a result of interim Red Light conditions associated with this appeal issue.

Thank you.

Sincerely,

Winston E. Himsworth
Executive Director

Attachment: NMPED review copy of Mora's Technology Plan for 2006-2009

Mora Independent Schools
Technology Plan

December 1, 2006 – December 1, 2009

School Districts, Consortia or Charter Schools who apply for technology funding through any Federal grant program, NM Technology Act funds, or E-rate, are required to have developed a comprehensive, three-year plan, which outlines how the District/Charter intends to utilize and integrate educational technology. This plan must be approved by the Public Education Department (PED) of the State of New Mexico.

The submitting district/charter (check all that apply)

[X] is compliant with the provisions of the Children's Internet Protection Act (CIPA).

[ ] will be CIPA compliant by <insert date>

[ ] has applied for E-Rate Funding for FY 2005.

The DISTRICT/Charter's comprehensive technology plan must be approved by the local school board prior to submission to the Public Education Department.

Date the plan was approved by the local School Board: <insert date>
Please attach Board meeting minutes

Certified by:

_____
Signature of Authorized School Official   Date of Signature

Printed Name and Title:
<Insert first and last name>   <insert title of school official>

DISTRICT/CHARTER Profile

This information should provide a "snapshot" of your district and help planners and reviewers to understand areas of need. **Please fill out ALL yellow sections**

Date Submitted to PED	1.4.07	Date Reviewed in PED				1/9/07
District/Charter:	Mora Independent Schools					
County	Mora					
Based on Census Tract information, is your district Urban or Rural?	Rural					
Number of schools within district/charter	4					
Title I Poverty Level of District/Charter						
Teacher-to-Student Ratio						
Student-to-Computer Ratio	1.7:1					
Breakdown	Number of Schools in district	Number of Teachers in district	Number of Students in district	Made AYP	Did not Make AYP	Performance Warned
High Schools	1				X	None
Middle Schools	1	12	133		X	CA
Elementary Schools	2			X	X	CA

Numbers should be taken from the previous year's estimated adjusted entitlement (22-15A-9: Technology for Education Act)

Which Elementary Schools did not make AYP?	Mora Elementary					
Which Middle Schools did not make AYP?	Larry Lazaro Garcia					
Which High Schools did not make AYP?	Mora High School					
Which Elementary Schools are Performance Warned?	Mora Elementary					

Which Middle Schools are Performance Warned?	Larry Lazaro Garcia		
Which High Schools are Performance Warned?	N/A		
Does your district/charter provide Internet Safety classes/lessons for students?	Currently, No. We intend to offer this upcoming year.	How many are offered each year?	2
Does your district/charter provide Internet Safety classes/lessons for parents?	Currently, No. We intend to offer this upcoming year.	How many are offered each year?	2

District Technology Coordinator/Contact

Name: Roger A. Gonzales	Telephone #: (505) 387-3140
School District: Mora Independent Schools	Fax #: (505) 387-3111
Address: P.O. Box 179, Hwy. 518 – Ranger Dr. Mora, New Mexico 87732	E-mail: rgonzales@mora.k12.nm.us

VISION AND MISSION STATEMENTS

The Mora Independent School district strives to provide services and access to meet the educational needs of the community and the student body. The Mora Independent School District and staff recognize the impact of technology, specifically electronic communication and information in order to help better educate and provide enhanced learning initiatives for the student population in the Mora School District.

The Mora Independent School District and staff recognize the impact of

technology upon the lives of our student population. In order to continue to provide a high standard of educational service to our student population, the Mora Independent School District offers a computer-based environment that supplements and enhances traditional learning methods. This document presents the current and planned technology necessary to deliver these enhanced services.

The technology strategy for the Mora Independent School District is to meet the goals 1 and 2 and focus areas as outlined in the School District's technology and long range plans. Each focus area has a set of indicators established for the definition and measurement of successful implementation.

TECHNOLOGY COMMITTEE

The committee was established to ensure that equal representation of offered to each school. The committee reviewed the technology plan and will revisit the plan each year to update the progress made towards full implementation of the plan.

In the future, the Technology Committee will represent all stakeholders. Development of the technology plan and implementation of the plan will enable parents, educators, students and community members to provide input and benefit from the investment in technology. Because of the timeliness of this plan, not all stakeholders were represented.

Each year, the student(s) and parent will serve at the pleasure of their respective constituencies. The principals will designate which members of the faculty will represent their respective school site.

DISTRICT/CHARTER Technology Committee		
Member	Title	Constituency Represented
Roger A. Gonzales	Director of After-school Programming and Special Projects	Administration/After-school and Summer Programs
LeRoy Blea	Associate Superintendent	Administration
Carmen Holguin	Principal	Mora/Holman Elem.
Andrea French	Teacher	Mora Elem. Faculty
Loretta Chavez	Principal	Mora MS
Sandra Garcia	Teacher	Mora MS Faculty
Danny Chavez	Principal	Mora HS
Pauline Laumbach	Teacher	Mora HS Faculty
Kimberly Regensberg	HS Student Council President	HS Student Body
Vacant	Parent	Elementary
Vacant	Parent	Middle School
Vacant	Parent	High School

NEEDS ASSESSMENT

Curriculum Integration → Student Learning Needs

The integration of technology into all teaching content areas must have a foundation in scientifically based research on best practices. The content areas include language arts, mathematics, science, social science, foreign language, English as a second language, and technology literacy. The primary programs will be reading literacy with the Reading First program and mathematics and science software throughout the district. Other programs we wish to utilize through distance education and have an virtual library are also included such as the early learning program Ready-to-Learn Television; We the People civics program; and virtual fieldtrips to locations such as Hawaii, Alaska, Europe, etc to understand cultural heritage and traditions.

[Handwritten margin note: This is a statement of current technology with little consideration or dialogue of what is needed]

Professional Development

The District will provide professional development so that all educational staff may integrate technology effectively into their jobs. The staff is comprised of teachers, paraprofessionals, library media specialists, and administrators. This integration includes using technology efficiently, infusion into the curriculum, and supporting technology literacy skill development. The training must establish the use of scientifically based research on instructional methods and must be of a continuous nature with access to courses via electronic media.

The committee will take a needs assessment to identify gaps in professional development regarding technology and its implementation. As we begin utilizing technologies for the dissemination and desegregation of the student data, the District will continue to provide staff with tools and training to effectively utilize the data.

[Handwritten margin note: Process of Assessment? Current use of technology by staff]

Infrastructure for Technology

In order to maintain an effective technological infrastructure attention must be paid to three interrelated components: networking, hardware and software. Increasingly, applications rely on web-based technologies making support for such applications integral to infrastructure and placing a premium on reliable networking.

In the past three years, the numbers of PCs within the district has increased to 354. With the new computers in the classrooms and offices, more time is being spent on the Internet by using a wide range of software. The added PCs and software has placed a great strain on the network infrastructure. Online software used includes, but not limited to, A+, Compass Learning, EZ Reports, Star Reading, and Star Math. A+ Software is a supplemental Math program used by the Title I program. Compass Learning is used for the core subject areas such as Math, Science, Social Studies, and Language Arts; it may also be used for Music, Health, and Art. This software is set up specific to each student's level of knowledge in any subject. For example, if a 5th grade student's math skills are at a 3rd grade level, it can be adapted to meet that individual's needs. Star Math is also used to increase proficiency in Mathematics. Star Reading targets reading comprehension

From 1998 to 2006, the district was able to network the majority of schools and establish sufficient, high-speed connections to the Internet. This was accomplished in large part using E-Rate discounts. In 2006 the district is requesting additional E-Rate funds to make additional upgrades and improve networking infrastructure. Under the

upcoming E-Rate application (year 10) the district is asking for new switching gear, firewall, servers for our schools, and wireless capabilities for our schools. The district is also asking for voice updates and some cabling along with a maintenance contract for all equipment and telecommunication.

The network requires multiple T1 lines installed in order to accommodate the 354 PCs currently on the network. The district is requesting funds for more T1 Lines to ensure that students have reliable and high-speed Internet access. Reliable servers are critical to providing students access to more programs such as A+, Compass Learning, Star Reading, and Star Math. Internal connections include switches, routers, cabling, and data and phone connections. The district's need to continually upgrade equipment would not be possible to meet without E-Rate funds. The district has not received E-Rate funding for the past 2 years so the district is behind in technology upgrades. A summary of the current E-Rate request is provided below.

MAP, a web-based short-cycle assessment, gives teachers periodic evaluations of their students' learning progress based on state standards. MAP is valid and reliable predictor of success on the New Mexico Standards Based Assessment. IT must support efficient administration of MAP, timely access to school-, class- and student-level data, and appropriate analysis and use of data to inform instructional decisions.

Teachers at Mora High School are using Rediker software for attendance and grading. This database will be used as an on-line grade book in 2006-2007. Mora and Elementary and Middle School will begin using Rediker in the same capacity in 2006-2007. A network print was purchased for each secretary, counselor, and administrator, using JMAC. The district also has 57 IP phones.

As mentioned, the district has made gains in providing classroom and laboratory access to computers. The district has also made considerable investments in portable technology through laptops and handheld devices. Acquisition of hardware has been made in part though Enhancing Education through Technology, State Technology Formula Funds, Title I, and Operational Funds. However, increasingly initial acquisition takes place through grant programs that require technology such as 21st Century Community Learning Center, Reading First, and the Partnership in Character Education.

The Technology goal for infrastructure is to support technological applications by maintaining ~~maintain~~ effective networking, hardware, software and web-based infrastructure. Specific strategies are embedded in the EPSS. Maintenance of infrastructure will require more automation of technical support to ensure timely response and document resolution of issues. School Dude is a web-based program for work orders and its implementation and utilization is planned for all work orders for the technology and maintenance department. Performance indicators will include down time for the network, response time for technical support, satisfaction with service, and level of access to technology.

Inherent in the networking is role of data management. IT will work to ensure that data is managed in manner that maximizes efficiency, security, and confidentiality. As technology permeates every aspect of district and school operations, the initial and ongoing costs of maintaining infrastructure must be shared among users – particularly those grant programs that add to the load of the system. IT will work to promote this philosophy in a proactive manner by supporting users at all levels in planning.

After review of our current technology infrastructure, the development of this

plan and the objectives of a MISD, we have identified the following areas for improvement and upgrade:

- **Networking Infrastructure**
  - MISD relies on a single Cisco 4506 core switch located at the Middle School as well as a variety of Cisco edge switches that are EOL or near-EOL. Replacement of all switches with the current switching platforms is recommended.
  - The district network is connected to the Internet and by a single T1 line. Based on the technology plan; the District will be increasingly utilizing video and distance learning technologies that require additional bandwidth. INX recommends the following options:
    a. "Minimum": Three T1 lines
    b. "Would-be-nice": Six T1 lines
    c. "Perfect": DS3 point of presence feeding six T1 lines with option to increase bandwidth as needed.
  - A modern Router platform to handle the incoming T1 lines or DS3 as well as the T1 going out to Holman.
  - The district network should be redesigned in order to improve overall performance, manageability and resilience, and support future bandwidth intensive applications.
  - The new network design will redeploy the existing up-to-date equipment and reuse as much of the rack/cabinet/patch panel equipment as possible, in order to minimize MISD's out-of-pocket expenses.
  - Routing protocols will be utilized to a greater extent in the district network to improve performance and resilience.
  - The following criteria is recommended in selecting the new network routing and switching platforms:
    a. Standardization on a single manufacturer.
    b. Long product life cycle for extended period of usage required in the K-12 environment.
    c. The ability to handle Quality of Service and Multicasting will be required due to the future adoption of video applications.
    d. Power over Ethernet (PoE) Support - Educational technology has seen a drastic shift towards converged communication technologies over the last several years due to cost savings associated with the transmission of data, voice and video on the same network infrastructure. MISD's need for PoE switches is somewhat reduced due to the adoption of a Voice over IP (VoIP) capable telephone system, already operating on a parallel cabling infrastructure.
    e. While some districts are standardizing on 10/100/1000Mbps capable devices, others suffice with 10/100Mbps. A hybrid environment may be desirable. A further discussion is needed in the upcoming design meeting.
  - Each building network topology may be redesigned to accommodate structured approach and network design best practices. This will improve

security, maintenance, ease of troubleshooting as well as power, HVAC and cabling management.

- o The new building at Holman location may need to be considered for new equipment. In his case, it is recommended to deploy similar equipment to the rest of the District.

- **Wireless Infrastructure**
  - o The scope of the wireless coverage for MISD will include all internal areas in eligible school buildings as well as designated outdoor areas where students congregate or outdoor classes are held. The wireless network must provide for a secured connection to the network.
  - o The plan requires a visit at each site for a cursory assessment of wireless coverage. Antennas in all drop ceiling areas should be low profile and visually acceptable type antennas that will not be susceptible to damage by people (higher grade students) in the hallways.
  - o Strength of antenna will need to be considered on the basis of indoor/outdoor coverage area and range requirements.
  - o Wiring and mast for access points will need to be provided.
  - o Power for access points will need to be provided. The use of PoE switches is preferred.
  - o Wireless security and authentication should be considered.

- **IP TV Distance Learning/Video Teleconferencing**
  - o The following benefits were identified by a committee:
    - a. Cost savings through the use of interactive tutoring for students
      - i. Video teleconferencing will reduce travel and accommodations costs with guest teacher/substitute engagements or career development related activity that requires travel.
      - ii. Savings in teachers' overtime payment for visiting ill/disabled Kids at home after the regular school hours. Other applications of home schooling may be considered under this item.
      - iii. Un-intrusive way of class observations and "tele-mentoring". Equally applicable to both peer and superior reviews.
    - b. Curriculum enrichment
      - i. Curriculum partnership with Luna Community College or virtual field trips (Cincinnati Zoo, NASA Underwater Station etc.) aligned with the state curriculum requirements.
      - ii. Interactive distance learning and delivery of classes/lectures.
      - iii. Recording of lectures or other curriculum for off-line reviewing either via the Internet or the school intranet.
      - iv. Invitation of subject matter experts as guest instructor (from UNM, etc)
      - v. Import teachers to fill in for positions temporarily.
    - c. Professional Development
      - i. Master/Phd study interactively with a real classroom experience.
      - ii. Career development courses etc.

d. Administrative
   i.. Board meetings, and
   ii. Executive communications both intranet/internet
- It is recommended that the District considers a number of stationary or mobile codecs based on each school's requirements. In evaluating the requirements, it is recommended to consider that:

  a. As the IPTV and video conferencing technologies are utilized, demand for additional codecs, overall management, content server storage space for digitized media will increase.
  b. A sufficiently functional, reliable, highly available implementation that ensures superior quality of picture/voice will encourage district-wide utilization with the projected benefits.
  c. The extent of the Erate Year 10 implementation scope will need to be carefully considered by MISD decision makers. In our experience, a poor implementation will leave a permanent bad taste, hence accomplishing the opposite of the original objective.
  c. If MISD is largely dependent on erate funding for video technology, it is likely that the next opportunity for expansion will not be until a few years after 2008.
- Tandberg has won the 2006 USDLA 21st Century Distance Learning Award (USDLA is the United States Distance Learning Association). The following include programs that K-12 organizations utilizing Tandberg are entitled to take advantage of:
  a. **TANDBERG Connections Program** (access to free virtual field trips For TANDBERG customers – Please see the attached PDF for more information).
  b. **TANDBERG T4 Program** (Professional development training tailored to k-12 focused on integrating technology into the classroom)
  c. **TANDBERG Grant Services Team** (assist school districts in finding grant opportunities as well as providing grant writers to pursue them)
  d. **TANDBERG Solutions Team** (design and produce customized products for k-12 and higher education to allow for easy adoption and widespread use)
  e. **TANDBERG Content Portal** (link on our website to a national list of providers offering content)

- **Structured Cabling**
  - Cabling will need to be provided for the wireless access points. This should be considered as part of the wireless implementation project.
  - Existing racks and wiring cabinets will need to be verified to sufficiently support the new district network.
  - As the bandwidth hungry video applications are introduced to the MISD network, it is perceivable that a consideration for a district-wide Cat5 to Cat6 cabling upgrade is a matter of "when", rather than "if".
  - Even though the existing Cat5e infrastructure can reasonably support the increasing compute power, storage requirements, and the traffic for every

workstation, it would not be long before the growing end-users' demand pushes the traffic to the limits compelling an upgrade to Cat6. It may be useful to note the following facts:

    a. The general difference between Category 5/5e and Category 6 is in the transmission performance and extension of the available bandwidth from 100 MHz for Category 5e to 200 MHz for Category 6. This includes better insertion loss, near end crosstalk (NEXT), return loss and equal level far end crosstalk (ELFEXT). These improvements provide a higher signal-tonoise ratio, allowing higher reliability for current applications and higher data rates for future applications. The additional performance parameters provide a sort of "forgiveness factor" for things that happen within a cabling infrastructure over its lifetime assuring that bandwidth remains available for applications. Please note that the bandwidth referred to above is the bandwidth to achieve a positive signal to noise ratio between insertion loss and power sum near end crosstalk (PSACR is greater than 0). Cat 6 cabling performance is specified to 250 MHz, or 25 percent beyond the 0 dB PSACR frequency of 200 MHz.

    b. Cat6 components are specified to be interoperable between different vendor's products and are fully backward compatible with all lower categories. Cat6 components from different vendors can be mixed and matched to form a minimally compliant Cat6 channel. Also Cat6 component can be substituted in any existing Cat5 or 5e channel to give Cat5 or 5e performance respectively.

    d. Because of its improved transmission performance and superior Immunity from external noise, systems operating over Category 6 cabling will have fewer errors vs. Category 5e for current applications. This means fewer retransmissions of lost or corrupted data packets under certain conditions, which translates into higher reliability for Category 6 networks compared to Category 5e networks.

  o The new building at Holman location may need to be considered for new cabling. In this case, it is recommended to deploy Cat6.

- **Network Security**
  - o Currently a Watchguard Firebox 1000 is being utilized for firewall purposes.
  - o Introduce a Cisco ASA platform for an enterprise level firewall protection in order to provide a future-proof platform that will meet the sophisticated requirements created by increased video traffic.
    - a. Ensure the proper integration of Packeteer 1500 and the ASA platform.
  - o Wireless network security should be considered.
- **Servers**
  - o The District might consider applying for one each of DNS, DHCP and eMail servers for the entire district due to increased demand and new authentication requirements introduced by a secure wireless infrastructure.

- o Server implementation services should be considered.
- o UPS requirements should be considered.
- **Cisco IP Telephony**
  - o While a new Cisco IP Telephony infrastructure is not a high priority, it is recommended for careful consideration due to the potential benefits below:
    - a. Wealth of K-12 tools and add-on applications that only run on Cisco IPT platforms which improve communications with parents. An example is the SchoolMessenger which could be utilized to automatically contact parents in case of an emergency evacuation, security alert, snow days, absence of students etc.
    - b. Standardized network and telephony platforms minimize potential integration issues.
    - c. In case of a black-out/brown-out, the telephone system will operate for an extended period of time.
    - d. Seamless handling of emergency 911 calls and analog backup.
- **Uninterrupted Power/Graceful Shut Down**
  - o It is recommended to consider the uninterrupted power supply requirements on the basis of each MDF/IDF and wiring closet. For those designated locations, the "power budget" must be calculated based on the up-time and power consumption requirements of eligible servers and network devices as designed for 2008.
  - o For the Data Center at the Middle School, a small generator may be considered for extended availability of the critical platforms as designated by the District.
- **Maintenance**
  - o Initial year of Cisco SmartNet will be provided at no cost as part of Erate purchases. SmartNet for critical Cisco Equipment (e.g. 45xx chasis platforms) should be considered due to projected ingoing utilization.
  - o If the 3Com Telephone system is kept, the District should request a maintenance contract. Contracts must coincide with the erate funding year (July 1, 2007 through June 30, 2008).
  - o Warranty extension for eligible servers should be considered if new servers are not purchased to replace the old ones.
  - o The District should consider to request the following levels of network maintenance services:
    - a. Senior Level Maintenance: Advanced trouble-shooting and Issue resolution services pertaining to integration, advanced directory service and authentication issues, email, DNS and DHCP maintenance. (E.g. 16 hours a month or 192 hours per year).
    - b. Operational Level Maintenance: The first tier of eligible network support and maintenance services. (E.g. 16 hours a week or 832 hours per year).
  - o Wiring maintenance should be considered for the following:

a. District-wide wiring recertification and documentation
        Including drops and fiber uplinks across the campus.
    b. Wiring closet re-organization.

The matrix on the following page may be used to determine the extent technology is available to students and staff.

I. STUDENT IMPACT IS MINIMAL	II. STUDENT IMPACT IS MODEST	III. STUDENT IMPACT IS SUBSTANTIAL	IV. STUDENT IMPACT IS IMPRESSIVE	V. STUDENT IMPACT IS OUTSTANDING
a. 75% of students have access to technology to complete one assignment per week; access times are limited to a lab setting or to unscheduled use of a classroom computer.	a. 75% of students have access to technology to complete one assignment per day; access times may occur in a lab setting or through regular, scheduled use of a classroom computer.	a. 75% of students have access to technology to complete multiple assignments per day; access times may occur in a lab setting or through regular, scheduled use of a classroom computer. Infrequent access, outside of school hours, is made available.	a. 75% of students have access to technology to complete any assignment; access times include before school (30 min. per school day), during breaks, at lunch/recess time, after school (30-60 min. per school day). Some evening and weekend access on a scheduled basis (at Least twice a month).	a. 100% of students have access to technology to complete any assignment; access times include before school (30 min. per school day), during breaks, at lunch/recess time, after school (30-60 min. per school day). Some evening and weekend access on a scheduled basis (5 or more times per month).
b. Scheduled technology instruction includes first readiness and then basic skills for all students, based on student assessment. 15% of students demonstrate mastery of the skills expected for their grade level.	b. Scheduled technology instruction includes first readiness and then basic skills for all students, based on student assessment. 30% of students demonstrate mastery of the skills expected for their grade level.	b. Scheduled technology instruction includes first readiness and then basic skills for all students, based on student assessment. 50% of students demonstrate mastery of the skills expected for their grade level.	b. Scheduled technology instruction includes first readiness and then basic skills for all students, based on student assessment. 75% of students demonstrate mastery of the skills expected for their grade level.	b. Scheduled technology instruction includes first readiness and then basic skills for all students, based on student assessment. 90% of students demonstrate mastery of the skills expected for their grade level.
c. <15% of educational staff create and/or implement lessons that integrate technology into the curriculum 3 or more times per week.	c. 15-30% of educational staff create and/or implement lessons that integrate technology into the curriculum 3 or more times per week.	c. 30-60% of educational staff create and/or implement lessons that integrate technology into the curriculum 3 or more times per week.	c. 60-75% of educational staff create and/or implement lessons that integrate technology into the curriculum 3 or more times per week.	c. >75% of educational staff create and/or implement lessons that integrate technology into the curriculum 3 or more times per week.
d. Choice of software is neither relevant nor supportive of SIP/EPSS or the needs of students. The cumulative rating is less than 3 on the District's Evaluating Software rubric.	d. Choice of software is relevant and supports SIP/EPSS as well as needs of students, with a cumulative rating of at Least 3 on the District's Evaluating Software rubric in 25% of the classrooms.	d. Choice of software is relevant and supports SIP/EPSS as well as needs of students, with a cumulative rating of at Least 3 on the District's Evaluating Software rubric in 50% of the classrooms.	d. Choice of software is relevant and supports SIP/EPSS as well as needs of students, with a cumulative rating of at Least 3 on the District's Evaluating Software rubric in 75% of the classrooms.	d. Choice of software is relevant and supports SIP/EPSS as well as needs of students, with a cumulative rating of at Least 3 on the District's Evaluating Software rubric in 100% of the classrooms.
e. No communication to parents/community about technology. No parent representative on Technology Committee	e. Incidental communication to parents/community about technology. Few planned communication artifacts available. No active parent involvement in technology committee, though a parent has been named to serve on the committee.	e. Two to five written and/or electronic and planned oral communication opportunities to parents/community about technology. Two to four times a year there is parent attendance on the technology committee	e. Six or more written and/or electronic and planned oral communications to parents/community about technology. Monthly parent attendance on technology committee.	e. Monthly, or more frequent, written and/or electronic communication to parents and community on technology. Monthly parent attendance and participation in technology committee with technology plan presentation to the parent/teacher organization at the school.

Goal 1: *Student Learning is significantly improved, using appropriate technologies, leading to high achievement in Public Education Department adopted content standards;*

Strategy 1.1 Students will attain the educational technology and information literacy skills that will assist them in achieving the Core Curriculum Content Standards and to succeed in the workplace of the 21st Century.

Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
1.1.1. All sites will develop a curriculum connection that embeds technology skills in the core content areas. Model site plans will be shared from the state vie the PED website.	Professional Development	On-going	Principals Tech. Coor.
1.1.2 The District will assess individual schools using a matrix of technology integration evidences.	None	May 2007	Tech. Committee Principals
1.1.3 All sites will have an Acceptable Use Policy in place and published for their communities and schools. This will include compliance with the Children's Internet Protection Act (CIPA).	None	Completed	Technology Coor. Principals

Strategy 1.2 Access to distance learning will be provided in a variety of content and elective areas, based on student and community needs.

Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
1.2.4 All distance learning courses will be accessible as per the requirements of the Public School Administrative Code, Laws	Television, T1 Lines, and Software	Dec. 2007	Principals Technology Coor.

2003, ch. 162, § 2 (22-13-27 Distance Learning and Computer-based Courses).

Goal 2: *Educators have the capacity to establish student centered, technology enhanced learning environments that result in increased student performance and economic viability.*

Strategy 2. Educators will attain the skills and knowledge necessary to effectively use educational technology to assist students to achieve the Core Curriculum Standards.

Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
2.1.1 All educators will participate in high-quality professional development activities and attain, at a minimum, intermediate proficiency levels in utilizing educational technology to enhance student achievement.	Provide professional development / training through the district' technology coach, RETA New Mexico Highlands University, Luna Community College, and New Horizons	On-going	Principals Teachers Tech. Coor.
2.1.2 All educators will use technology tools and applications that provide opportunities for authentic, student-centered, project-based learning.	Ensure that each teacher will be provided with dedicated PC for research.	On-going	Tech. Coor. Principals

Strategy 2.2 District and or school technology plans demonstrating a high-achieving learning environment through technology and professional development plans supported by a technology coordinator or staff member specifically assigned the task of supporting skills development and technology infusion into the curriculum for staff and students.

Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
2.2.1 All schools will comply with NCLB requirements that teachers integrate technology into the curriculum and that all students are technologically proficient	Teacher will have a dedicated computer for student use in each classroom. Technology Coach trains elementary staff / students on using technology.	On-going	Tech. Coor. Principals Tech. Coach

by the conclusion of 8th grade.

Activity	Resources Needed	Timeline	Responsible Parties
2.2.2 Students, teachers, and administrators will have access to educational technology in all learning environments, including classrooms, media centers and all locations where instruction is delivered.	Teacher will have a dedicated computer for student use in each classroom. Technology Coach trains elementary staff / students on using technology.	On-going	Tech. Coor. Principals Tech. Coach

Strategy 2.3 Students, teachers and administrators will have access to educational technology in all learning environments including classrooms, media centers and all locations where instruction is delivered.
Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
2.3.1 Ensure that all LEAs have policies and procedures that encourage equal access to technology and support without regard to subject or grade level, but rely on purpose and effectiveness as criteria.	Each elementary teacher is granted at least 1 hour per week in a computer lab. In the middle school and high school, PCs are located in the libraries for all students to have access to. There are multiple computer labs, which are used for technology instruction.	Competed	Principals
2.3.2 Develop strategies and resources that all LEAs with impoverished students can tap for support in bridging the digital divide.	The 7th Grade Laptop Initiative allows for students to have "ownership" of their own laptop, which can be used both at school and at home. Many of these students wouldn't have the opportunity to "own" a laptop.	On-going	Principals Tech. Coor.

Goal 3: K-12 students and educators in New Mexico public schools have affordable, universal access to high speed, robust telecommunications, and schools optimized for technology.

Strategy 3.1 Provide all New Mexico schools with the necessary resources necessary to prepare comprehensive technology plans that conform to federal standards as per the Schools and Libraries' Division (SLD) E-rate program and

PED evaluation rubrics.

Evaluation: 100% of districts will have approved technology plans.

Activity	Resources Needed	Timeline	Responsible Parties
3.1 N/A	N/A	N/A	PED Responsibility

Strategy 3.2 Support New Mexico school districts in the creation and submission of E-rate applications for internet access and telecommunication services.

Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
3.2 N/A	N/A	N/A	PED Responsibility

Goal 4: Funding is available to support planning, implementing and assessing initiatives for integrating technology into New Mexico classrooms and schools.

Strategy 4.1 Enhancing Education Through Technology (EETT) funds will be distributed to school districts to support professional development and technology development, including evaluation, in state school district.

Evaluation: Review of district expenditure reports will indicate that at least 25% of expenditures were in the area of professional development.

Activity	Resources Needed	Timeline	Responsible Parties
4.1 N/A	N/A	N/A	PED Responsibility

Strategy 4.2 Technology in Education Act funds will be distributed to school districts to support district technology plans and the local Educational Plan for Student Success (EPSS).

Evaluation:

Activity	Resources Needed	Timeline	Responsible Parties
4.2. N/A	N/A	N/A	PED Responsibility

STRATEGIES FOR FINANCING TECHNOLOGY

MISD TECHNOLOGY PLAN
SCHEDULE OF PROJECTED COSTS

DESCRIPTION	E-RATE	MISD	NON-ELIGIBLE	TOTAL
CISCO IPT	$190,000.00	$19,000.00	$6,000.00	$215,000.00
CISCO SWITCHES/ROUTERS	$160,000.00	$16,000.00	$0.00	$176,000.00
UPS + POWER DISTRIBUTION UNITS (MIS SCH)	$15,500.00	$1,550.00	$0.00	$17,050.00
DROPS FOR WIRELESS	$10,000.00	$1,000.00	$0.00	$11,000.00
WIRELESS	$70,000.00	$7,000.00	$0.00	$77,000.00
TANDBERG CONTENT SERVER	$20,000.00	$2,000.00	$0.00	$22,000.00
TANDBERG MAESTRO	$28,646.00	$2,864.60	$4,000.00	$35,510.60
HOLMAN (CABLING AND NW INFRASTRUCTURE)	$50,000.00	$5,000.00	$0.00	$55,000.00
FIREWALL	$10,000.00	$1,000.00	$0.00	$11,000.00
SERVERS: DNS, DHCP, EMAIL (INCL. ACTIVE DIRECTORY FOR 450 COMPUTERS, EMAIL MAILBOX MIGRATION FROM SERVICE PROVIDER FOR 80 MAILBOXES, MS SERVER 2003 WITH OPTION TO UPGRADE TO 2007, EXCHANGE SERVER 2003/2007 AND WIN/EXCH CALS)	$66,150.00	$6,615.00	$0.00	$72,765.00
MAINT TIER1 (Mr. PADILLA)	$41,600.00	$4,160.00	$0.00	$45,760.00
MAINT ADVANCED (INX)	$15,360.00	$1,536.00	$0.00	$16,896.00
MAINT CABLE MANAGEMENT	$10,000.00	$1,000.00	$0.00	$11,000.00
MAINT FIBER AND CABLE DOCUMENTATION	$10,000.00	$1,000.00	$0.00	$11,000.00
MAINT MISC	$10,000.00	$1,000.00	$0.00	$11,000.00
POWER LINE CONDITIONING	$0.00	$0.00	$15,000.00	$15,000.00
SCHOOL MESSENGER	$0.00	$0.00	$25,000.00	$25,000.00
REMOTE FOR TANDBERG 6000	$0.00	$0.00	$1,000.00	$1,000.00
IP SURVEILLANCE FOR THE GATE SHACK (SWITCH, COMPUTER, UPS. 2 EACH IP CAMERA) *FIBER UPLINK TO NEAREST MDF NOT PRICED*	$0.00	$0.00	$7,400.00	$7,400.00
MID SCHOOL CONSTRUCTION FOR ENCLOSURE OF THE DATA CENTER	$0.00	$0.00	$10,000.00	$10,000.00
MID SCHOOL DATA CENTER AIR CONDITIONING	$0.00	$0.00	$10,000.00	$10,000.00
Projected Totals	$707,256.00	$70,725.60	$78,400.00	$856,381.60